

Social Justice and Sustainable Change: The Impacts of Higher Education

FORD FOUNDATION INTERNATIONAL FELLOWSHIPS PROGRAM
ALUMNI TRACKING STUDY | REPORT NO. 1 | APRIL 2016



Social Justice and Sustainable Change: The Impacts of Higher Education

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FOREWORD

A 2008 alumnus of the Ford Foundation International Fellowships Program (IFP), Dr. Surya Bali is a pioneer in the field of telemedicine that increases medical access for remote and indigenous communities in rural India. When asked about the impact of IFP on his life and profession, Dr. Bali observes that the experience profoundly altered his way of thinking and enabled him to engage in a much bigger and impactful way with social justice issues related to health, particularly when it came to focusing on women's access to healthcare.

Dr. Bali's story is just one among the over 4,000 trajectories that speak to the profound impacts that the IFP alumni are having on their communities and societies globally. It is these sorts of impacts that we document in our current report, *Social Justice and Sustainable Change: The Impacts of Higher Education*. The findings are the first set of results to emerge from our ten-year, longitudinal study of the impacts of IFP, and through which we will follow the program's alumni until 2023.

Our study is unique for two interrelated reasons. First, the study provides an in-depth look at the sorts of sustained impacts that most scholarship and fellowship programs aspire to, but that are rarely evident right after a program ends. Our study answers fundamental questions that all stakeholders care deeply about: What ultimately changed for the individual as a result of the opportunity? And are individual-level investments a successful strategy for bringing about wider, community- and societal-level change? Our findings show that IFP has helped develop a global core of social justice leaders: 79% of the alumni respondents hold senior leadership roles, including as founders of grassroots organizations and strategic leaders in national governments and international organizations. New programs and organizations created by IFP alumni have impacted an estimated 9.5 million adults and children in the IFP countries and almost one million additional individuals worldwide.

The second unique aspect of this endeavor is that it has provided IIE and our Center for Academic Mobility Research and Impact an unparalleled opportunity to address the complex methodological dilemmas inherent in carrying out a study that spans 4,305 individuals, 22 countries, 10 years, and multiple fields of study and sectors of work. The lessons we are learning have enabled us to build a community of researchers, practitioners, and social justice leaders who in turn are learning about the unique IFP program model and how the long-term and multiplier impacts of such initiatives can be studied over time.

We are grateful to the Ford Foundation for having the vision to invest in a bold and innovative program like IFP, for supporting this impact study, and for recognizing that to truly understand impact and change requires two critical components — time and patience.

Rajika Bhandari, Ph.D.

*Deputy Vice President, Research and Evaluation
Institute of International Education*

EXECUTIVE SUMMARY

This report presents the first findings of a groundbreaking impact study of the Ford Foundation International Fellowships Program (IFP). Funded by the Ford Foundation for over a decade (2001–2013), IFP provided advanced higher education opportunities to 4,305 emerging social justice leaders from marginalized communities in 22 countries. In 2013, the Institute of International Education (IIE) began the IFP Alumni Tracking Study, a ten-year longitudinal study that explores how IFP affected the lives of its Fellows and the communities in which they live and work.

Carried out in 2015, the IFP Global Alumni Survey was the first round of global data collection to occur during the course of the ten-year study. The findings in this report reflect the self-reported survey responses of 1,861 alumni worldwide, capturing 43% of the program population.



IFP IMPACTS ON FELLOWS

96%

have completed the advanced degree supported by the IFP fellowship

92%

indicate greater opportunities to create social change as a result of IFP

90%

agree that the IFP fellowship increased their commitment to social justice

88%

feel empowered to confront issues of injustice due to their IFP fellowship experience

84%

are living in their home country, of which 52% are living in their home community

79%

hold senior leadership roles, including founders of grassroots organizations and strategic leaders in national governments and international organizations

IFP IMPACTS WORLDWIDE

CREATING NEW INITIATIVES

Over 900 IFP alumni have created new programs and organizations. 97% of these initiatives address social issues or provide community services and 48% have been created by women.

CHANGING THE LIVES OF MILLIONS

Alumni report that these new programs and organizations have impacted **9.5 million adults and children** in the IFP countries and **860,000 additional individuals** worldwide.

IMPROVING ORGANIZATIONS

84% of IFP alumni reported making improvements in the organizations where they work or volunteer as a result of their IFP fellowship, impacting approximately **66,800 employees and volunteers** worldwide.

FURTHERING SOCIAL JUSTICE

IFP alumni have created nearly **34,600 products and forms of outreach related to social justice**, including over 12,000 conference presentations; almost 15,500 books, reports, journal, or news articles; and over 1,700 works of art.

BUILDING AN IFP LEGACY

Over 95% of IFP alumni remain in touch with each other, collaborating on various social justice issues and initiatives.

STUDY REFLECTIONS

The IFP Alumni Tracking Study is a unique opportunity to analyze the impact of higher education scholarship programs in furthering educational access and promoting social change. Findings from this report can drive programmatic and policy decisions by donors and universities and encourage higher education to address issues of social inequality. How can this research contribute to the field?

- Studying the link between higher education and social justice, and the effect that higher education can have on marginalized populations and leadership, allows us to understand the long-term impact of international higher education programs like IFP.
- The global themes that have emerged indicate that, while IFP was decentralized in its design and implementation, there are success factors and challenges that unite the alumni on a regional and international scale. Sustainable change has an individual and a global dimension.
- Programs that target individuals can nonetheless have significant multiplier effects for communities, societies, and organizations.
- Challenging traditional notions that alumni repatriation should be a major indicator of program success, IFP has proven that alumni are successfully contributing to social justice regardless of their location.
- Our impact study contributes to social justice because the study itself gives voice and agency to IFP and its alumni.

Throughout the report, the voices of the alumni rise above the numbers and tell the stories of myriad men and women who persevered in the face of injustice and have become leaders for social change in their communities. Our hope in sharing these stories is to document how programs such as IFP have impacts that are profound and multi-dimensional, to empower the individual and improve the lives of the collective.

INTRODUCTION

The IIE Center for Academic Mobility Research and Impact presents the first results of a longitudinal impact study of the Ford Foundation International Fellowships Program (IFP). Supported by the Ford Foundation, the IFP Alumni Tracking Study explores how an innovative higher education program affected the lives of its beneficiaries and the organizations in which they work or volunteer, their communities, and society more broadly. This section provides an overview of the program and IIE's study.

INTERNATIONAL FELLOWSHIPS PROGRAM

The Ford Foundation International Fellowships Program offered advanced study opportunities to 4,305 emerging social justice leaders from some of the world's most marginalized populations. IFP was launched in 2001 with funding from the Ford Foundation through the single largest grant in the Foundation's history, and was implemented in collaboration with IIE for twelve years until its completion in 2013.

IFP was based on an inclusive higher education model that prioritized social commitment over traditional selection criteria. The program was unique in that IFP Fellows were selected on the basis of their leadership potential and social commitment, as well as their academic potential. Additionally, the program's recruitment and selection process ensured that the majority of Fellows came from groups that had traditionally been denied access to higher education for reasons including gender, race, ethnicity, religion, economic and educational background, or physical disability.

IFP BY THE NUMBERS*

4,305 FELLOWS FROM 22 COUNTRIES

50% WOMEN / 50% MEN

33% FROM AFRICA & THE MIDDLE EAST

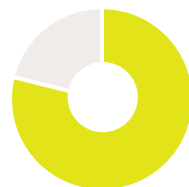
43% FROM ASIA & RUSSIA

24% FROM LATIN AMERICA

6% ACCEPTANCE RATE

**STUDIED AT 615 INSTITUTIONS
IN 49 COUNTRIES**

SOCIAL BACKGROUND OF IFP FELLOWS**



79%

first-generation
university student



73%

parental income
below national average



68%

born in rural area
or small city/town



57%

mother did not progress
beyond primary school

* This section reflects final program data IIE received from IFP in 2013.

** Enders, Jürgen and Kottmann, Andrea (2013). *The International Fellowships Program: Experiences and Outcomes, Final Report of the Formative Evaluation*. Center for Higher Education Policy Studies: University of Twente, the Netherlands.

IFP ALUMNI TRACKING STUDY

In 2013, soon after the conclusion of the program, IIE launched a 10-year tracking study to measure the impacts of the IFP fellowship. The study, unprecedented in its size and scope, studies the personal and professional trajectories of IFP alumni with an emphasis on social justice impacts.

IIE's Center for Academic Mobility Research and Impact is collecting data at the global, regional, and country levels using a combination of surveys and local fieldwork. This approach mirrors the administrative structure of IFP and encourages alumni engagement at multiple levels. This report documents the first findings of the tracking study, based on the results of the 2015 IFP Global Alumni Survey. Our Center plans to publish ongoing findings from the tracking study until the study concludes in 2023.

The IFP theory of change guides the study's approach, hypothesizing that the fellowship opportunity supported the participants in developing their role as social justice leaders. The acquisition of knowledge and skills through higher education leads, in turn, to social change beyond the individual sphere of influence.

The research questions in the study's methodology reflect the overall vision of IFP in linking higher education opportunity to social change.



RESEARCH QUESTIONS

- What have been the long-term impacts of the IFP experience on its alumni? How has the program enabled alumni to contribute to long-term impacts at the organizational, community, and societal levels?
- What contributions to social justice have IFP alumni made as leaders in their communities as a result of their fellowship opportunity?
- What is the link between higher education and social justice? How can higher education fellowship programs provide opportunities to address social inequalities?

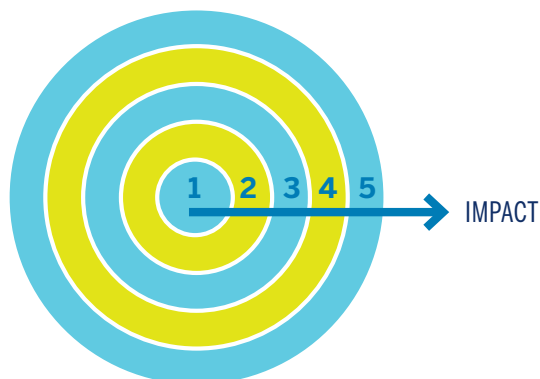
During IFP's lifetime the Center for Higher Education Policy Studies (CHEPS) at the University of Twente in the Netherlands conducted a comprehensive evaluation of the program that culminated in 2012. While the CHEPS evaluation focused on program satisfaction and individual short-term outcomes, our study is broader in scope and seeks to study potential IFP impacts over the long-term and beyond the individual.

IFP ALUMNI TRACKING STUDY TIMELINE



KIRKPATRICK'S LEVELS OF EVALUATION

The study aims to measure the various levels of impact using the adjusted Kirkpatrick model,* which provides a useful framework for examining multiple levels of impact that can potentially result from a program such as IFP. IIE adjusted the Kirkpatrick model by adding a fifth level, “External Results,” that studies the potential impacts that influence policy or social behavior at the community, national, or international levels.



LEVEL 1: REACTION

The participant's impression of the program. This includes the participant's level of satisfaction with their fellowship experience.

LEVEL 2: LEARNING

The acquisition of knowledge and skills from the intervention. Were the objectives of the program met? Did the participant indicate learning something from the intervention?

LEVEL 3: APPLICATION

The application of the participant's knowledge, skills, and attitudes (KSAs) in his or her home organization (whether work or volunteer). The ways in which behavioral changes are applied in his or her actions.

LEVEL 4: ORGANIZATIONAL RESULTS

The participant's behavioral changes lead to impacts at the organizational and community levels.

LEVEL 5: EXTERNAL RESULTS (added by IIE)

The participant's behavioral changes lead to impacts at the community/national/international levels, leading to changes in policy and social behavior.

OVERVIEW OF THE REPORT

The next section of the report describes the survey methodology and the respondent pool of IFP alumni.

Subsequently, the findings sections follow the progression of the adapted Kirkpatrick model that guided our analysis, beginning with impacts at the individual level and moving to collective impacts at the organizational and community levels. We analyze the IFP global alumni network, as well as potential

impacts at the national and international levels. Next, we reflect on the role of IFP alumni as leaders empowered to address social injustices as a result of the program.

The last section of the report presents the contributions of the IFP Alumni Tracking Study thus far. We reflect on what we have learned in exploring the link between higher education and social justice, and what studies like ours can explore further.

IFP GLOBAL ALUMNI SURVEY

The IFP Global Alumni Survey was launched in March 2015 as the first of two alumni surveys over the course of the tracking study. This section provides an overview of the survey methodology and analysis, as well as the limitations.



SURVEY METHODOLOGY AND ANALYSIS

Composed of 31 questions, the survey asked IFP alumni about the impact of the program on their lives and the lives of those around them. Per the adapted Kirkpatrick model, alumni were asked to comment on changes in their personal and professional lives, but also changes that they have noted in their organizations and communities. The survey was administered online in three languages: English, Spanish, and Portuguese.

The three key research questions guided the survey analysis and allowed IIE to make meaningful comparisons by gender, cohort, home region, and current location. In addition, IIE conducted comparative analysis with key findings from the last iteration of the IFP evaluation conducted by CHEPS. All comparative findings presented in this report are statistically significant (p -value < 0.05).

KEY DEFINITIONS

The terms “impact” and “home community” are used often in the IFP Alumni Tracking Study. It is important to share IIE’s assumptions in setting operational definitions for these terms for the purposes of the study and analysis.

- **Impact** IIE uses a broad definition of impact that includes any change, positive or negative, that occurs at the individual, organizational, community, or societal level that can be attributed to IFP. This definition reflects the adapted Kirkpatrick model. Any impacts at the organizational or societal levels are the result of the individual pathways of IFP alumni.
- **Home community** IFP allowed its Fellows to define their home communities, and our study continues with this model. Home community refers to the community or group that Fellows identified in their IFP application, often the marginalized community where they seek to promote change.

LIMITATIONS

As with any comparative analysis of this kind, IIE is cognizant of the limitations of the study’s conclusions. The survey was sent to 4,100 IFP alumni with updated contact information; slightly less than half of the program population (43%) completed the survey. (This response rate is similar to the 2012 CHEPS survey conducted while the program was still in operation). Caution should be taken when attributing the findings of this report to the whole program population. It is possible that in some locations, alumni chose not to answer the survey for various reasons related to their program experience, limited access to the Internet, language barriers, or other factors. Further, information regarding impacts on organizations and communities is self-reported and may reflect the biases of those alumni who responded to the survey.

SURVEY RESPONDENT PROFILE

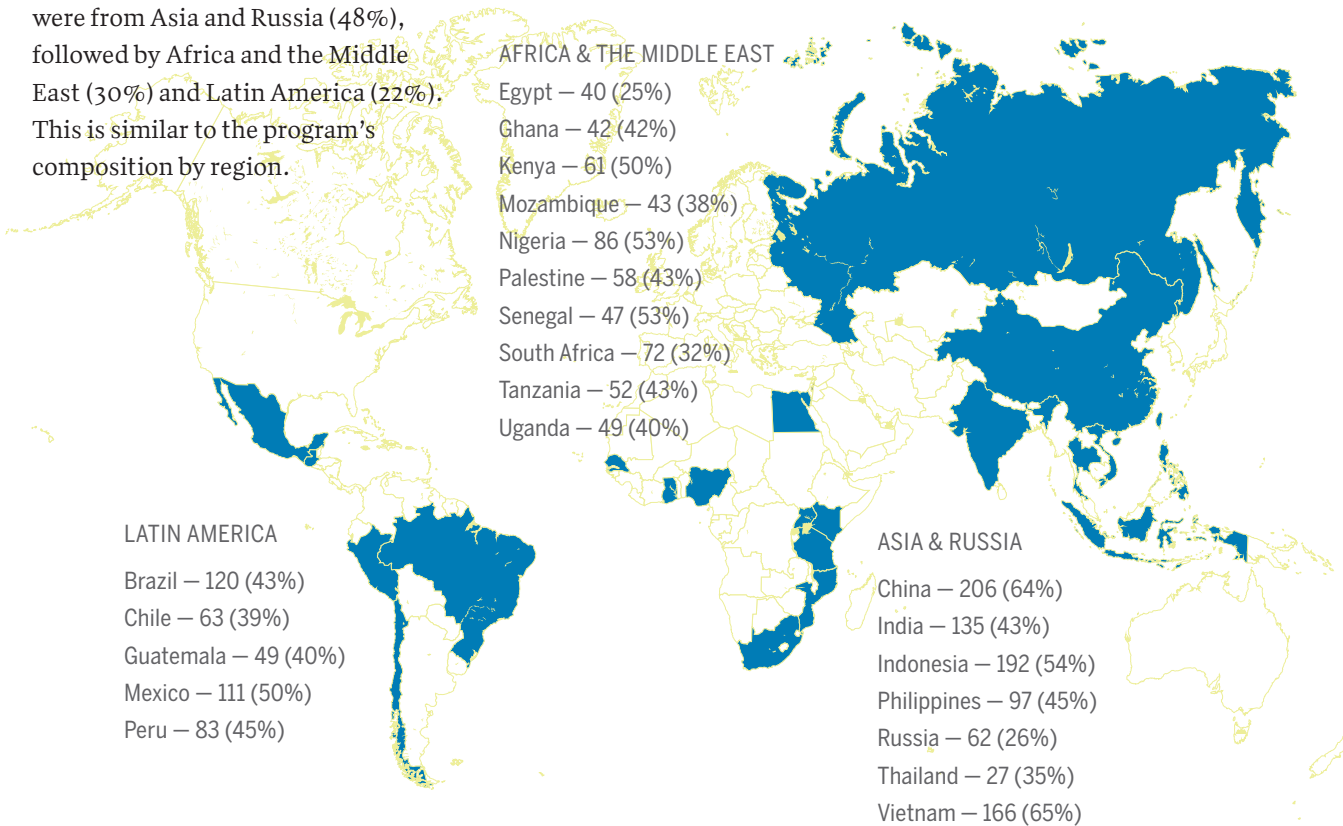
The report encompasses the perspectives of 1,861 alumni world-wide, reflecting 43% of the program population. The survey population is equally divided by gender, which parallels the composition of IFP Fellows during the program’s existence.

An understanding of the characteristics of the alumni respondents will help contextualize the findings in the sections that follow.



RESPONSE RATES*

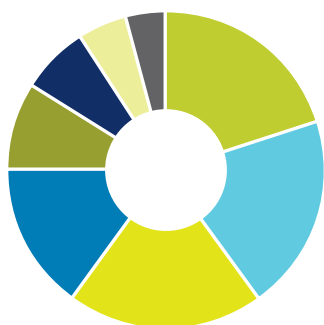
Almost half of the alumni respondents were from Asia and Russia (48%), followed by Africa and the Middle East (30%) and Latin America (22%). This is similar to the program’s composition by region.



* The findings present the total number of alumni respondents from each IFP country and the response rate for that country.

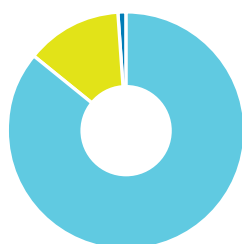
FELLOWSHIP EXPERIENCE *

The vast majority of alumni respondents (96%) have finished the academic degree they pursued during their fellowship. This number increased significantly from 2012, when only 91% of alumni had completed their studies. Those who have yet to finish their degree are highly motivated to do so: 84% intend to complete their degree in the coming years.



FIELD OF STUDY

- 20% social sciences
- 20% environment, health & applied sciences
- 20% development studies
- 15% education & communications
- 9% arts & humanities
- 7% law, governance & human rights
- 5% economics & business administration
- 4% natural sciences



DEGREE PURSUED

- 86% master's
- 13% doctorate
- 1% other



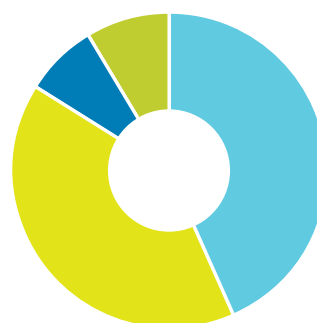
COHORT YEAR

- 23% early (2001–2004)
- 41% middle (2005–2008)
- 36% late (2009–2012)

CURRENT LOCATION

While repatriation was not a prerequisite of IFP, many alumni chose to return to their home country. It should be noted that not all alumni left their home country or region to pursue their academic studies. In some countries, particularly Brazil, Russia, and South Africa, among others, Fellows studied in their home country. However, even when Fellows remained in-country, they often left their home communities to travel to major cities or capitals. In that sense, their journeys often led them to leave their home communities nonetheless.

84% of all alumni respondents are currently living in their home country. Almost half of those outside their home country (45%) are pursuing full-time academic studies. 74% of alumni abroad intend to return to their home country in the future.



CURRENT LOCATION

- 43% community of origin
- 41% country of origin, not community of origin
- 8% fellowship host country
- 9% other country

* The graphs in this section reflect final program data IIE received from IFP in 2013.

IMPACT ON ALUMNI TRAJECTORIES

91% of alumni respondents indicate that IFP increased their professional opportunities.

The International Fellowships Program provided advanced higher education opportunities to its Fellows to improve their professional and personal trajectories. At the individual level, IFP affected each Fellow in many ways, providing technical and language training, advanced study at the master's or doctorate level, and opportunities to study abroad, among other benefits.

The alumni are our starting point, the change agents in estimating the impact of IFP. By examining the individual pathways of alumni, we begin to understand the collective impact of their actions. The following section highlights the activities of alumni respondents across the 22 countries.

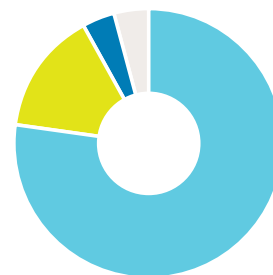


CURRENT ACTIVITY

As of 2015, 93% alumni respondents were employed or studying full-time for an additional degree. Low rates of unemployment were noted in all three regions. In Africa and the Middle East, the unemployment rate of alumni was almost 11% lower than the average rate for working-age adults in the region.*

ALUMNI CURRENT ACTIVITY

- 78% employed
- 15% full-time study
- 4% unemployed
- 4% other

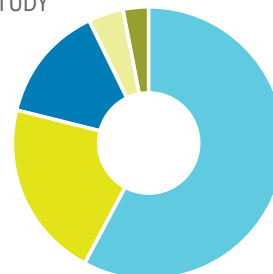


FURTHER ACADEMIC STUDY

Over 90% of alumni respondents indicate that IFP advanced their academic credentials and reputation. Since completing the degree they pursued as part of their fellowship, 37% of alumni have pursued an additional degree. Since a majority of Fellows pursued master's degrees during their fellowship, it is not surprising that the most popular additional degree is a doctorate.

ALUMNI FURTHER ACADEMIC STUDY

- 58% doctorate
- 21% professional diploma or certificate
- 14% master's
- 4% post-doctorate
- 3% coursework



EMPLOYMENT

Regardless of the career trajectory, 92% of employed alumni carry out work related to community service. Since the last survey conducted in 2012, alumni indicate a growing commitment to this type of work.

EMPLOYMENT BY SECTOR

- 50% public sector
- 18% non-profit sector
- 17% international organization
- 13% private sector
- 2% other



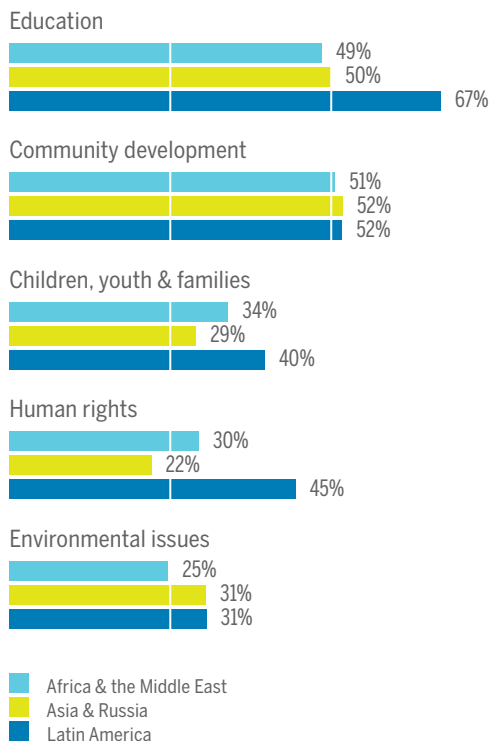
Alumni respondents work in employment fields that are similar to their areas of study during the fellowship. For example, 88% of alumni who studied education and communication are currently working in education. Most alumni have remained in the same fields of employment since IFP's conclusion, indicating consistency in their career interests. Over half of IFP alumni respondents work in education (54%) and/or community development (52%).

- ▶ *Alumni from Latin America are more likely to work on human rights issues than alumni in other regions. Over 10% of Latin American alumni pursued degrees in law, governance, and human rights.*

Alumni employment activities highlight the interpersonal nature of social justice work. 90% of alumni report that IFP helped increase their social and communication skills, improving tasks such as networking and information gathering.

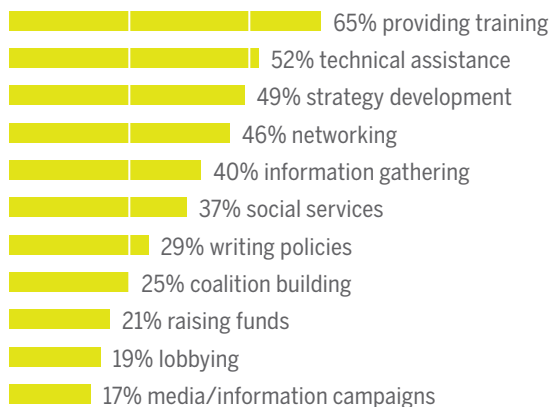
- ▶ *Alumni from Africa and the Middle East indicate the largest diversity in their work, spanning several employment activities.*

EMPLOYMENT FIELDS BY REGION *



* Respondents were able to choose multiple employment fields.

EMPLOYMENT ACTIVITIES*



* Respondents were able to choose multiple employment activities.

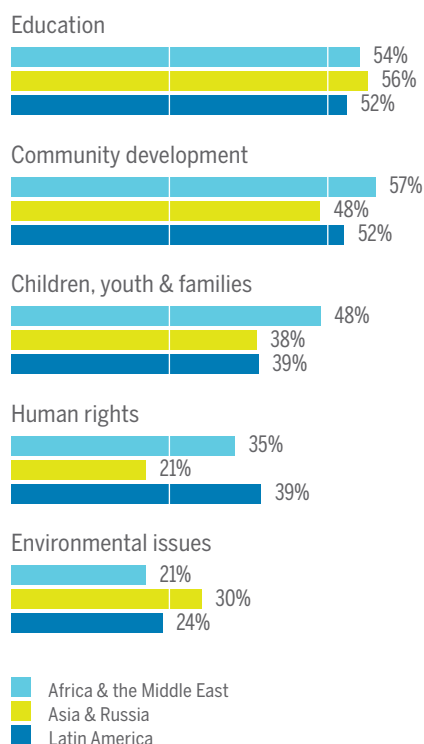
VOLUNTEERISM

Over half of alumni respondents volunteer on a regular basis (57%), although this number has decreased in comparison to the alumni surveyed toward the end of the program (62%). Volunteers contribute an average of 8 hours per week. Volunteerism reflects similar interests as alumni's professional work.

- ▶ *Alumni who are currently located in their home country are more likely to volunteer than those who live elsewhere.*

Over 83% of alumni report applying the knowledge gained during IFP to their volunteer activities. Alumni who have a strong understanding of their community needs are more likely to report IFP's relevance in volunteerism, indicating that the program was most useful when it linked to concrete local challenges.

VOLUNTEER FIELDS BY REGION *



* Respondents were able to choose multiple volunteer fields.

PROFESSIONAL GROWTH & RECOGNITION

Over 90% of alumni respondents confirm that IFP has contributed to their professional development. Since their fellowship, 63% of alumni have received a promotion to a more senior position, while 60% have increased their salary.

- ▶ *Alumni from earlier cohorts are more likely to receive promotions and salary increases, indicating that professional growth takes time.*
- ▶ *Promotions are more common among alumni who changed employment since their IFP fellowship. Over 60% of alumni moved on to new professional opportunities since completing the program.*
- ▶ *Male alumni are more likely to experience salary increases by an average of 7%. This may indicate that although IFP significantly increased opportunities for women, institutional and social barriers in some countries prevent women from achieving equal professional growth.*

32% of alumni respondents have received prestigious awards as a result of their IFP experience and consequent work. Recognitions span all IFP cohorts and regions.

EXAMPLES OF AWARDS RECEIVED BY IFP ALUMNI

National Education Council (CNE) Award,
Peru (2001 cohort)

John P. McNulty Award,
South Africa (2004 cohort)

Distinguished University Researcher,
Universidad de San Carlos,
Guatemala (2008 cohort)

Philippine Ambassador of Goodwill, National
Youth Commission, Office of the President,
Philippines (2010 cohort)

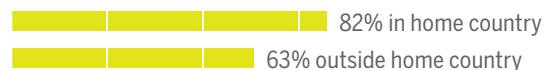
Mandela Young African Leaders Fellowship,
Uganda (2010 cohort)

LEADERSHIP

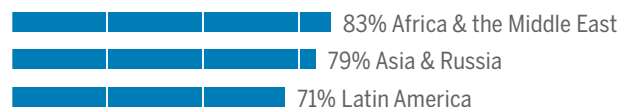
IFP chose Fellows who were already social justice leaders or emerging leaders in their communities, providing these individuals with the necessary knowledge and skills to enact social change. Over 1,600 alumni report that IFP helped increase their leadership skills.

79% of alumni respondents hold a senior leadership role in their employment and/or volunteer work. This is a significant increase since IFP's last alumni survey conducted in 2012. However, the extent to which IFP alumni have access to leadership roles varies significantly by their current location, region, and gender.

LEADERSHIP VARIATION BY LOCATION



LEADERSHIP VARIATION BY REGION



LEADERSHIP VARIATION BY GENDER



FRED HAGA

Kenya (2010 cohort) / Master's in Special and Inclusive Education, Monash University, Australia

Forced to drop out of high school when he lost his vision, Haga now serves as the Senior Assistant Director in charge of special needs education at the Kenyan Ministry of Education, working to improve educational access and curricula for disabled students in Kenya.

MAGDA ABDELMALAK

Egypt (2010 cohort) / Master's in Health Management, Planning & Policy, University of Leeds, UK

Trained as an ophthalmologist, Dr. Abdelmalak now serves as the Egypt Director of Coptic Orphans, an international development organization that seeks to provide educational support and mentoring to orphaned children. As part of her role, Abdelmalak oversees a team of 45 staff as well as 450 volunteers.

WARIYATUN

Indonesia (2010 cohort) / Master's in Applied Anthropology with a focus on Gender and Development, Australian National University

Having escaped a life of poverty and teen marriage, Wariyatun first worked with Sahabat Perempuan ("Friends of Women") as a women's rights advocate. She returned after her IFP fellowship to become the Chairperson, and now leads their efforts to end gender-based violence against women and children in Central Java.

IFP's hypothesis was that if talented individuals from underserved populations with demonstrated academic potential and social commitment were provided with advanced study opportunities, they would contribute to furthering social justice in their home communities and beyond. The next sections present how the individual actions of IFP alumni have led to collective impacts.

IMPACT IN HOME COMMUNITIES

87% of alumni respondents feel they have been able to positively change their community as a result of their fellowship.

The transformative impact of the International Fellowships Program goes beyond the individual, inspiring change in the home communities of alumni. “Home community” refers to the community or group that Fellows associated with in their IFP application, often the marginalized community where alumni desire to promote change.

As social justice leaders, IFP alumni have brought their fellowship knowledge and skills to their communities — engaging in advocacy work and participating in government meetings, creating grassroots organizations and local campaigns.

This section presents the various ways in which alumni have had an impact in their home communities.



SHARING KNOWLEDGE

Since the completion of their fellowship, 93% of alumni respondents have shared their IFP knowledge with others in their home community. In addition to traditional forms of knowledge-sharing such as gatherings, reports, and the media, alumni also report developing curricula, teaching and mentoring others, and publishing texts. Through these interactions, nine out of ten alumni feel that they better understand the needs of their home community and home country.

MEANS OF SHARING IFP KNOWLEDGE WITH HOME COMMUNITY *

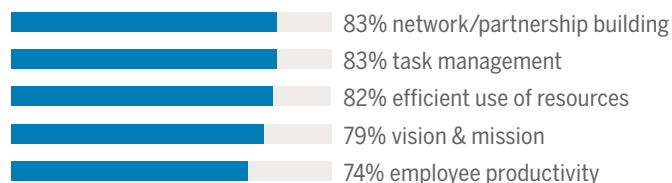


* Respondents were allowed to choose more than one answer choice.

LOCAL ORGANIZATIONAL IMPROVEMENTS

IFP alumni living in their home community affect institutional change in their work and in volunteer organizations. Of the 780 alumni respondents living in their home community, 85% report making improvements in their organizations, including places of work where alumni were employed prior to their fellowship experience. These organizations reflect the social justice work of the IFP alumni, addressing issues of education, community development, and children and youth.

IMPROVEMENTS MADE WITHIN LOCAL ORGANIZATIONS *



* Respondents were allowed to choose more than one answer choice.
Data reflects respondents currently living in their home communities.

Alumni who link their organizational improvements to their IFP experience indicate greater impacts on the number of employees reached. Alumni from Africa and the Middle East attribute their organizational improvements to IFP knowledge more so than the other two regions. As a result, alumni from this region report impacting the greatest number of employees. This is particularly true for female alumni from the region who indicate impacting more employees than male alumni.

IMPACT OF IFP ALUMNI ORGANIZATIONAL IMPROVEMENTS

85% of alumni

in home communities
indicate that organizational improvements
are a result of their IFP experience



27,524 employees

in home communities
have been affected by these
organizational improvements

DIATTA MARONE

Senegal (2008 cohort) / Master's in
Forestry Science, Université Laval, Canada

Dr. Marone, an agroforest researcher with the Senegalese Agricultural Research Institute (ISRA), has been able to boost the income of small-scale banana producers by introducing a propagation technique to increase yields.

SURACHART RATCHAJANDA

Thailand (2011 cohort) / Master's in
Public Policy and Management, University
of Southern California, U.S.

Blind since the age of 15, Ratchajanda has forged partnerships with a variety of social service organizations that have helped to extend the reach of the Benyalai Library, an online library that provides access to academic resources for the visually impaired in Thailand.

HAFSAT ADUNNI SHITTU

Nigeria (2002 cohort) / Doctorate in
Pharmaceutical Sciences, University of
Strathclyde, UK

Dr. Shittu, a biomedical researcher with the National Institute for Pharmaceutical Research and Development (NIPRD), was awarded a grant by the World Bank to provide training on research ethics.

HOME COMMUNITIES & SOCIAL CHANGE

Regardless of their current location, 77% of alumni respondents feel they are a role model to their community and 63% indicate that others in their community look to them when advocating for social justice.

"I am a model leader for my community. When faced with challenges, they come to me for advice."
—survey respondent, Senegal

"I am now leading a change in pedagogy for teachers to become more innovative in their instruction methods."
—survey respondent, Egypt

"By virtue of being a woman in a leadership position, I serve as an example for other women in my community."
—survey respondent, Mozambique

The ability to promote community change is often linked to challenges faced by alumni following their IFP fellowship. In particular, two challenges associated with alumni's ability to influence change are gaining professional recognition (18%) and readjustment to home country upon return (23%).

The ability to influence community change is also affected by the strength of one's alumni networks. Alumni who communicate regularly with other alumni from their home country are more likely to participate in advocacy and increase access to resources within their communities. IFP alumni networks are discussed in a subsequent section.



COMMUNITY BENEFITS



86%
increased awareness
of social and cultural
diversity issues



80%
increased
social
opportunities



67%
increased
economic
opportunities



62%
increased
educational
opportunities

COMMUNITY BENEFITS & LEADERSHIP

86% of alumni respondents report that their community now has an increased awareness of social and cultural diversity issues. Leaders of organizations are more likely to report community benefits.

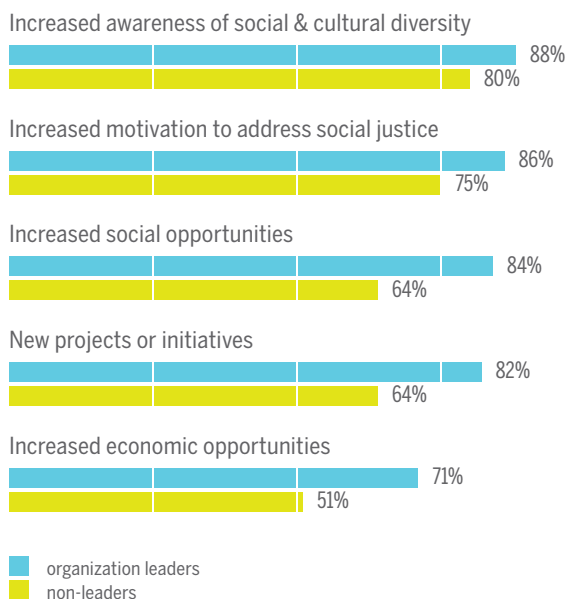
"I feel that I am a change agent; I have successfully implemented a program that provides quality services to all citizens in my home community."

—survey respondent, Russia

"I was able to harness my inner potential and capitalize on the local resources, talents, and skills of people in my community ... The knowledge and skills I gained from IFP allowed me to have better interactions and create and implement my projects more successfully."

—survey respondent, Philippines

COMMUNITY BENEFITS BY LEADERSHIP



It is important to note that positive impacts in the home community do not vary by alumni location, meaning that even IFP alumni living outside of their home country are still able to influence their communities and provide a benefit. The next section presents how alumni around the world are spearheading initiatives related to social justice through new organizations and programs, as well as contributions to new knowledge.

CONTRIBUTIONS TO SOCIAL JUSTICE

902 alumni respondents have created new programs and organizations.

New social justice initiatives spearheaded by IFP alumni mirror the goals of the fellowship and contribute to the legacy and sustainability of the program. The decision by many alumni to develop new programs or organizations for social change speaks to the impact of the program in empowering alumni to create and innovate. Contributions to the field of social justice include printed materials, works of art, and campaigns to raise awareness of social justice issues and new knowledge about how equality and development can be achieved.

This section illustrates how IFP alumni, through their individual efforts, have collectively impacted millions of people within their communities, countries, and worldwide.

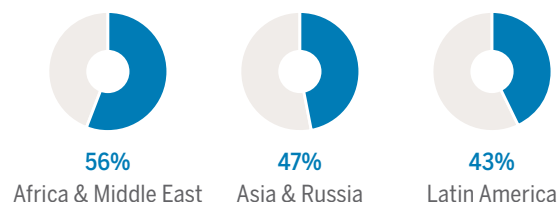
NEW ORGANIZATIONS & PROGRAMS

49% of alumni respondents have created new programs and organizations. Initiatives have been created by alumni from every country and region where IFP was implemented, and 48% of these initiatives have been created by women.

NEW ORGANIZATIONS BY GENDER OF ALUMNI



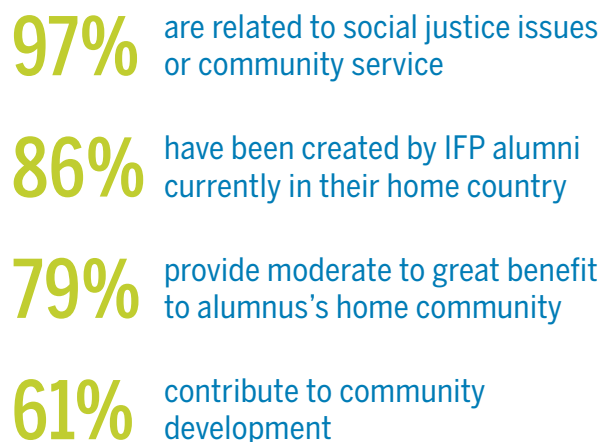
NEW ORGANIZATIONS BY REGION



IMPACT OF NEW ORGANIZATIONS & PROGRAMS

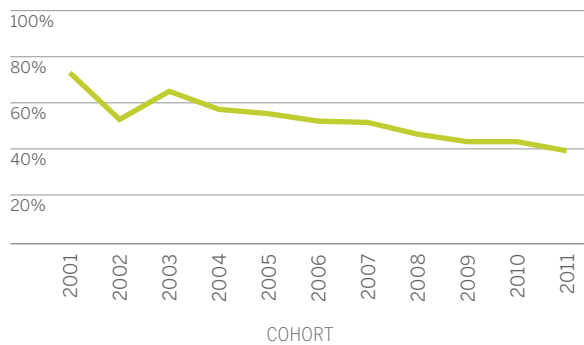
Alumni surveyed indicate that the multiplier effect of these new programs and organizations reaches far beyond the individual beneficiaries of the program. In fact, the benefits reach a communal, national, and global scale. Respondents estimate that these new programs and organizations have impacted approximately 9.5 million adults and children in the IFP home countries and 860,000 individuals in other countries.

SOCIAL JUSTICE BENEFITS

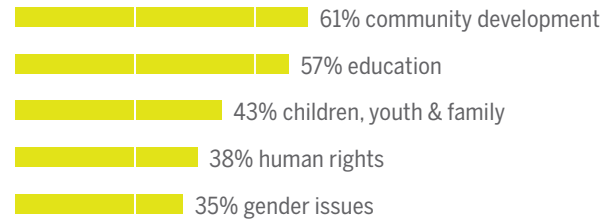


Alumni from earlier cohorts have created more new programs and organizations than those in the latter cohorts, suggesting that the creation of new organizations takes time. It is likely that alumni who finished their fellowship more recently may create more organizations and programs in the future.

NEW ORGANIZATIONS BY COHORT

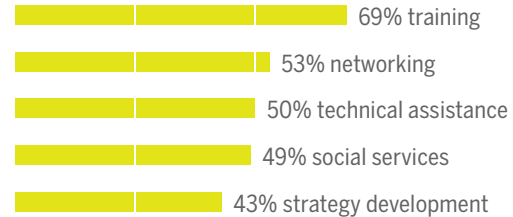


TOP 5 ORGANIZATION FIELDS OF WORK*



* Respondents were able to choose multiple organization fields of work.

TOP 5 ORGANIZATION ACTIVITIES*



* Respondents were able to choose multiple organization activities.

MAGNITUDE OF IMPACT



HOME COMMUNITIES

1.75 million adults
999,600 children



HOME COUNTRIES

4.54 million adults
2.21 million children



WORLDWIDE

418,400 adults
441,600 children

ORGANIZATIONS CREATED BY IFP ALUMNI

Examples of organizations and programs created by alumni respondents speak to the diversity of the program and the various trajectories of its Fellows. Across the world, alumni are contributing to institutional development in many fields.

SAMPLE ORGANIZATIONS CREATED BY IFP ALUMNI

Center for Afro-Brazilian and Indigenous Studies, Universidade Federal da Paraíba (NEABI-UFPB), Brazil (2003 cohort)

School of Joy (Centre for Disabled Persons), Russia (2003 cohort)

Liangshan Institute for Environment & Livelihood Development (LIELD), China (2004 cohort)

Palestinian Human Rights Foundation (Monitor), Committee of International Complaints (CIC), Palestine (2004 cohort)

Mozambican Governance Observatory, Mozambique (2010 cohort)



27% of alumni respondents report that they have collaborated with other alumni in creating a new organization or program. The IFP alumni network has fostered alumni collaborations to further social justice and provide a platform for advocacy. Partnerships that have resulted from this network provide a causal link to the impact of the program.

PAULO BALTAZAR

Brazil (2007 cohort) / Master's in Sociology, Universidade de São Paulo, Brazil

CELMA FRANCELINO FIALHO

Brazil (2007 cohort) / Master's in Education, Universidade Católica Dom Bosco, Brazil

Baltazar and Fialho founded the Instituto Terena de Educação Intercultural, which serves various indigenous communities in the state of Mato Grosso do Sul. One of their current initiatives, an ethno-mapping project of seven indigenous villages, seeks to inform policies around the use and conservation of ancestral lands.

DARIO GERMAN TORRES TUCTA

Peru (2010 cohort) / Master's in Public Administration, Escola d'Administració Pública de Catalunya, Spain

JUAN JOSÉ YUPANQUI LLANCARI

Peru (2010 cohort) / Master's in Sociology, Universitat de Barcelona, Spain

In 2013, Torres Tucta and Yupanqui Llancari founded the Centro de Gobernanza para el Desarrollo Sostenible (CGOBERNANZA), a professional organization committed to fostering quality governance in Peru through projects that help build human capital in a range of sectors.

IFP SOCIAL JUSTICE FOOTPRINT

We define the “IFP footprint” as knowledge-sharing related to social justice issues by alumni since their program experience. While this measure skims the surface of the work that IFP alumni have done in social justice, it provides useful insight into the knowledge created as a result of IFP.

“I am addressing issues of social injustice through the articles I write. Currently, I am putting together a book manuscript that describes the ways in which Native Andeans are oppressed.”

—survey respondent, Peru

1,615 alumni respondents (87%) have contributed to global knowledge related to social justice. In aggregate IFP alumni have created nearly 34,600 products, including conference presentations, print resources, and works of art. These products have been created in every IFP country and in at least eight languages.

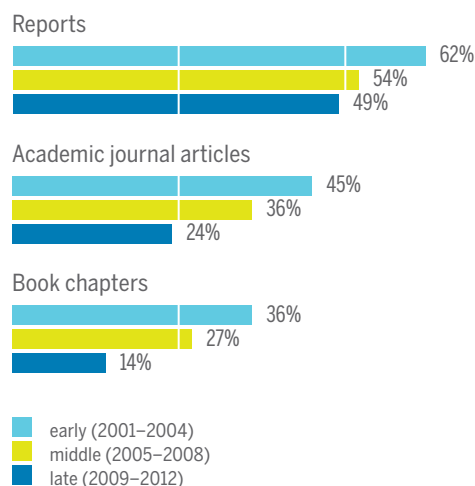
34,595 PRODUCTS RELATED TO SOCIAL JUSTICE



On average, survey respondents have each written five reports and given five conference presentations since their fellowship ended.

Differences among cohorts in sharing social justice knowledge indicate that over time, alumni will continue to further the advancement of social justice.

SOCIAL JUSTICE PRODUCTS BY COHORT



- Alumni who studied a discipline in the natural or social sciences are most likely to be publishing peer-reviewed journal articles than alumni who specialized in other disciplines.

ALUMNI CONTRIBUTIONS AROUND THE WORLD

Surveyed alumni indicate the various ways they have been able to contribute to knowledge around social justice issues. For some, these opportunities have allowed them to lend their voices to issues that are important in their home communities.

BOOKS

MAHMOUD NAYEF BAROUD

Palestine (2008 cohort) /
English and Comparative Literature,
University of Exeter, UK

In 2012, Dr. Baroud published *The Shipwrecked Sailor in Arabic and Western Literature: Ibn Tufayl and His Influence on European Writers*. Baroud is currently the head of the English department at the Islamic University of Gaza.

REPORTS

DANIELA TAHIS VALDEBENITO PRADO

Chile (2011 cohort) / Master's in
Employment & Labor Market Inter-
vention, Universitat de Valencia, Spain

In 2013, Valdebenito Prado contributed to the report "Legal Incentives: A Guide for the Recruitment and Training of People with Disabilities." Valdebenito is an expert on workplace diversity and inclusion.

ELECTRONIC MEDIA

RODRIGO PÉREZ RAMÍREZ

Mexico (2005 cohort) / Master's in
Renewable Energy and Energetic Effi-
ciency, Universidad de Zaragoza, Spain

Pérez Ramírez creates digital tools and open software in his native indigenous language of Zapoteco. In 2012, he created a "Virtual Zapotec Museum" (Museo Virtual del Zapoteco) to share and celebrate Zapotec language and culture.

JOURNAL ARTICLES

ILJA VIKTOROV

Russia (2001 cohort) /
Doctorate in Economic History,
University of Stockholm, Sweden

In 2015, Dr. Viktorov, a political economist at Stockholm University, published "The State, Informal Networks, and Financial Market Regulation in Post-Soviet Russia, 1990–2008" in *The Soviet and Post-Soviet Review*.

WORKS OF ART

IFEOMA U. ANYAEJI

Nigeria (2010 cohort) /
Master's in Fine Arts, Washington
University in St. Louis, U.S.

Anyaeji uses the environmental concept of "upcycling" as well as a traditional Nigerian hair threading technique to create sculptures from discarded, non-biodegradable plastic bags and bottles.

CONFERENCE PRESENTATIONS

MELVIN NYATHI

South Africa (2009 cohort) /
Master's in International Land
and Water Management at
Wageningen University, Netherlands

Nyathi is a researcher and water management expert with the Agricultural Research Council in Pretoria. In 2016 he presented "Tackling Hidden Hunger with Orange Fleshed Sweet Potato Leaves" at the University of the Free State in Bloemfontein, South Africa.

Our findings indicate that IFP alumni are committed to furthering knowledge around social justice issues that sheds light on the challenges faced in their marginalized communities. Further, these alumni have contributed to knowledge on a global scale in various fields of study and arenas of social justice. Finally, it should be noted that because our survey findings represent less than half of the total IFP population, the ultimate impact of IFP is likely to be much greater.

GLOBAL ALUMNI NETWORK

95% of alumni respondents report having contact with other alumni since their fellowship.

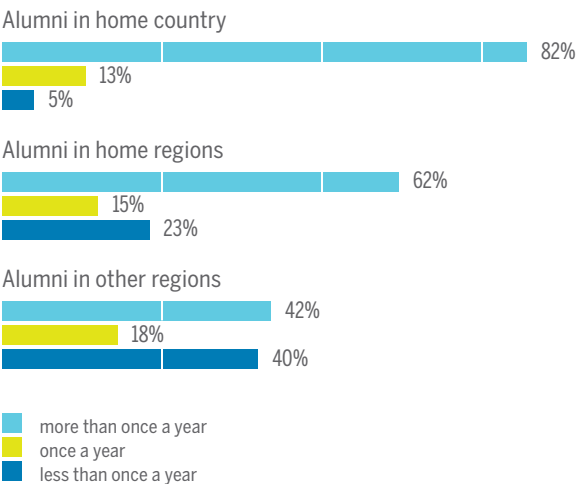
IFP provided a platform for its Fellows to build their professional and personal networks. Of particular importance is the value of the IFP global alumni network, a community of over 4,300 social justice leaders worldwide who share a common program experience. Whether co-authoring publications or collaborating on social justice campaigns, the work that alumni are undertaking together is indicative of the powerful and sustainable legacy of IFP.

The impact of the IFP global alumni network is a direct, causal link to the impact of IFP as a whole. Without their program experience, IFP alumni would not have access to this unique group of individuals with a common social justice goal. The following section highlights self-reported findings about the alumni network and the ways in which alumni continue to support one another. Further, the section documents ongoing alumni activities including the work of IFP alumni associations.

ALUMNI CONNECTIONS

A majority of alumni respondents communicate with others in their home country; one in every four alumni reports communicating with an IFP alumnus in their country on at least a weekly basis.

COMMUNICATION AMONG IFP ALUMNI



Almost 90% of alumni communications happen via email, while social media channels—such as Facebook and LinkedIn—are also popular (73%). Over 36% of alumni who visit IFP’s Legacy Website, a portal created for alumni exchange, search for other alumni in the IFP directory.

There are tangible benefits to sustaining contact with other IFP alumni:

- ▶ Alumni who keep in touch with other IFP alumni indicate that their community members are more aware of social and cultural diversity issues.
- ▶ Alumni who communicate with other alumni in their home country report fewer problems finding an adequate job. These alumni are also more likely to report that their home communities have had greater economic and social opportunities.

“By being part of a strong alumni network with a commitment to social justice, I am able to pursue my dream: fighting for disability rights.”
—survey respondent, Indonesia

“I have broadened my network of connections. This has allowed me to exchange opinions about how to address development in indigenous communities.”
—survey respondent, Mexico

ONGOING COLLABORATION

Nearly 82% of alumni respondents who are in touch with their IFP colleagues share information and knowledge. IFP alumni co-author publications, collaborate on research projects and papers, and attend joint events. One in four alumni has met others from the IFP network at a professional conference, though not necessarily planned in advance.

Alumni from all IFP cohorts collaborate with each other. While knowledge-sharing happens regardless of cohort, it is interesting to note that earlier cohorts are more likely to report collaborating on new organizations than later ones. This indicates that the IFP network, rather than weakening over time, is actually allowing for more formal partnerships to evolve.

COLLABORATIONS BY COHORT

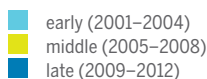
Exchanging knowledge/information



Working together on social justice issues



Creating an organization or program



More than 40% of alumni are collaborating on social justice issues. Alumni working in the non-profit sector and those that studied law, governance, and human rights are most likely to jointly advocate for issues of shared importance.

REHEMA KEREFU SAMEJI

Tanzania (2006 cohort) / Master's in Law, Columbia University, U.S.

MONICA ELIAS MAGOKE-MHOJA

Tanzania (2002 cohort) / Doctorate in Law, University of Edinburgh, UK

In 2006, Dr. Magoke-Mhoja, Kerefu Sameji, and their colleagues founded the Children's Dignity Forum (CDF), a non-profit and children's advocacy group. CDF seeks to "put children first" and advocate for girls affected by child marriage, FGM, gender-based violence, and other gender-based inequalities. In 2015 their advocacy, training and capacity-building workshops served nearly 5,000 individuals throughout Tanzania.

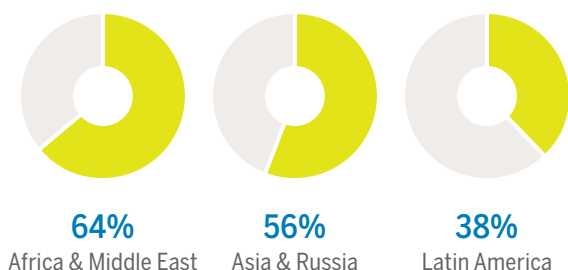


ALUMNI ASSOCIATIONS

Prior to IFP's conclusion, International Partners that implemented the program in each country worked with their alumni to create an IFP alumni association, with the mission to continue the work of IFP and to provide a membership network through which alumni could collaborate. The extent to which these associations were active during the program and have been sustained varies across the 22 countries. In some countries, alumni associations were registered as organizations and have a formal structure. In others, the alumni activities have been more sporadic and informal.

More than half of all alumni (55%) report participating in IFP alumni association meetings since the end of their fellowship. Further, 37% of alumni have met with each other at IFP alumni events.

ALUMNI ACTIVITIES BY REGION



- *Alumni from Indonesia and Vietnam report the most active IFP alumni associations. Alumni from these countries indicate interacting with each other on a regular basis and engaging in alumni events.*

57%

of alumni from Vietnam engage with other alumni at alumni events

VIETNAM ALUMNI ASSOCIATION*

In addition to a wide range of other community development activities, in 2010 the Vietnam Alumni Association launched the IFP Vietnam Alumni Scholarships Support Fund (IVASF) to help members of marginalized communities in Vietnam acquire English language training. By March 2013, the IVASF had provided English language scholarships and mentoring to 100 individuals.

45%

of alumni from Indonesia interact with each other through the IFP Alumni Association

INDONESIA ALUMNI ASSOCIATION**

Indonesia's IFP Alumni Organization, the Indonesian Social Justice Network (ISJN), boasts members from across Indonesia's far-flung regions as well as other IFP countries such as India, Vietnam, the Philippines, China, and Thailand. In addition to organizing conferences and seminars around the country, ISJN members have implemented a variety of community development programs, such as citizen journalism training for local youth.

* IFP Vietnam Final Report, Submitted by the Center for Educational Exchange with Vietnam (CEEVN) March 28, 2013.

** Indonesian Social Justice Network brochure, retrieved from: http://www.fordifp.org/Portals/15/PDF/ISJN_brochure.pdf

NATIONAL & INTERNATIONAL SOCIAL IMPACTS

86% of alumni respondents report establishing international contacts and networks as a result of IFP.

The IFP Global Alumni Survey documents ways in which IFP has not only affected the Fellows and their home communities, but has also resulted in additional impacts at the national and international levels. While 84% of surveyed alumni are located in their home country, over 280 alumni who answered the survey are living abroad. Thus, alumni have the opportunity to contribute to social change at various levels, from the local to the global.

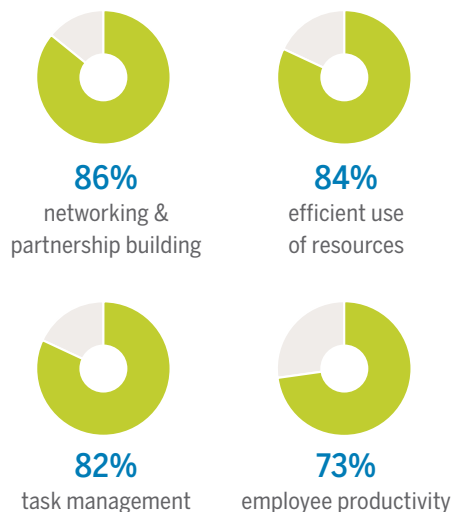
While it is difficult to fully estimate and attribute the impacts of the program at these broader levels, the survey findings indicate that IFP's reach has the potential for a significant multiplier effect. IFP alumni are at the forefront of policy change in their home countries and internationally. They are working for national or international organizations and contributing to discourse on key issues such as indigenous rights, gender advocacy, and religious tolerance. This section presents the ways in which IFP alumni report contributing to broader societal impact.



NATIONAL ORGANIZATIONS

23% of alumni respondents report working in national governmental and non-governmental organizations. This includes 284 alumni who live in their home country and 26 alumni residing in other countries. As a result, alumni have the potential to influence national change not only in the 22 IFP countries, but in at least 6 other countries. Most alumni working in these organizations provide technical training.

CONTRIBUTIONS TO NATIONAL ORGANIZATIONS



"After program completion, I have been using my new skills to build a knowledge-based society in order to stimulate the economy in my country."

—survey respondent, Thailand

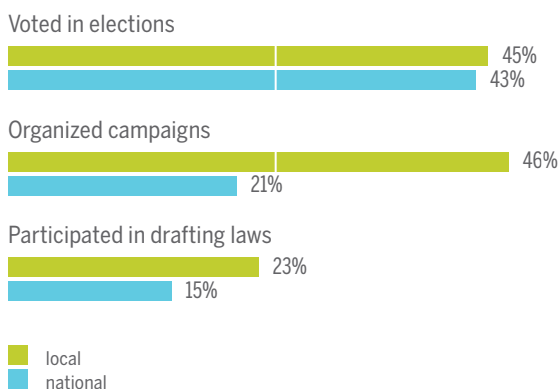
"I was able to remove several barriers in the health care delivery system by participating in the development of a Country Health Sector Strategic Plan."

—survey respondent, Kenya

NATIONAL SOCIAL JUSTICE ADVOCACY

Advocacy at the national level is reported by over half of the survey respondents (58%). Of those who report contributions at the national level in their home country, most have networked with other non-profits (70%) or other public officials (54%). 24% of alumni surveyed have become public officials themselves. Social justice campaigns and participation in drafting new legislation remain more prevalent in local spheres than national ones.

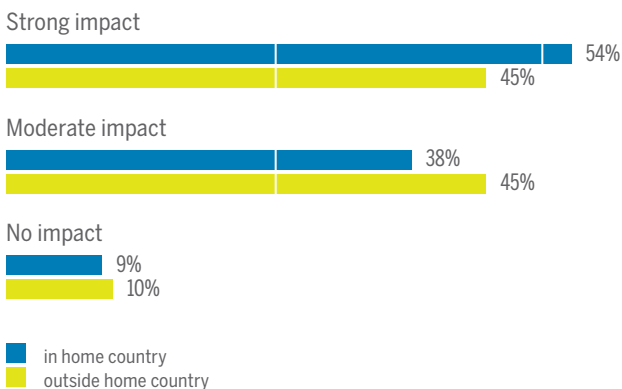
SOCIAL JUSTICE ACTIVITIES IN HOME COUNTRY



* Respondents were allowed to choose more than one answer choice.

Alumni living in their home countries are more likely to report making a strong impact on national policies than those living abroad.

IMPACT ON HOME COUNTRY POLICIES BY LOCATION



INTERNATIONAL CONTRIBUTIONS

225 alumni are working in international organizations. While this is a relatively smaller number compared to careers with a local or domestic focus, it nonetheless speaks to IFP's ability to develop global leaders as well as local ones. The majority of alumni are providing technical assistance, providing training, or engaging in strategy development. Our findings indicate that some alumni have deliberately pursued careers with an international focus.

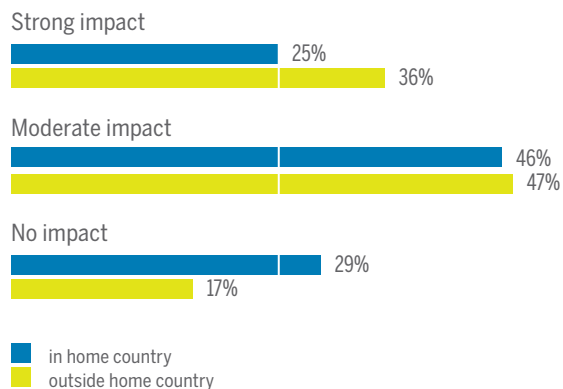
CAREERS OF ALUMNI IN INTERNATIONAL ORGANIZATIONS

93%
chose international organizations
as a new career choice after IFP

89%
indicate that working in
an international organization was
related to their IFP career goals

At a broader level, 73% of all survey respondents report having an impact on international policies. As expected, it is much more difficult to achieve policy impact at an international level than a national one.

IMPACT ON INTERNATIONAL POLICIES BY LOCATION



INTERNATIONAL SOCIAL JUSTICE ADVOCACY

International alumni activities related to social justice advocacy are largely dependent on alumni location and the type of organization where alumni work. On a global scale, 59% of alumni report networking with public officials to advocate for social justice issues. Alumni working in the public sector or in international organizations report engaging in this level of networking most.

INTERNATIONAL SOCIAL JUSTICE ACTIVITIES



59%

networked with public officials
to advocate for social justice



35%

raised funds for
social justice issues



23%

organized international
campaigns to advocate
for social justice



16%

participated in drafting inter-
national standards/protocols
related to social justice

LIN LI

China (2004 cohort) / Doctorate in Public Health, University of Melbourne, Australia

Dr. Li is a Behavioral Scientist at Cancer Council Victoria in Australia, where he works to promote international understanding and collaboration through his public health research. He recently published results from a smoking cessation study in Malaysia and Thailand that he hopes will also shed light on how to reduce tobacco use in China.

ANGELA ADWOA ASARE AFFRAN

Ghana (2005 cohort) / Master's in Special Education, Teacher's College, Columbia University, U.S.

Affran is the Africa Regional Coordinator for Perkins International, a nonprofit organization that works to create quality educational opportunities for children and young adults who are blind, deafblind and visually impaired with additional disabilities. She collaborates with schools, universities, parent organizations, ministries of education and other local and international organizations in seven different countries across the African continent.

Our findings illustrate that IFP alumni are contributing to social justice issues on both a national and global scale through various means. The global themes that emerge indicate that while the program was decentralized in its design and implementation, there are success factors and challenges that unite the alumni on a regional and global scale. The next section will delve into the personal reflections of alumni and how they perceive their growth as social justice leaders.

SOCIAL JUSTICE & EMPOWERMENT

90% of alumni respondents have strengthened their commitment to social justice.

As a program uniquely designed to promote social justice, IFP envisioned that greater access to higher education would allow disadvantaged individuals to rise above their marginalized status. First, IFP selected Fellows that were far less likely to have the opportunity to pursue advanced education. By selecting members of marginalized groups, IFP increased access and equity in higher education.

Second, IFP required that its candidates demonstrate leadership capabilities and commitment to social justice. The fellowship would enable these emerging social justice leaders to acquire knowledge and new perspectives resulting in not only personal gain but the tools and pathways to promoting social change in their communities and beyond.

This section highlights some of the characteristics of alumni now empowered to confront issues of social injustice as a result of IFP. It also presents an overview of the alumni respondents that are most likely to be serving as advocates for human rights in their home country or internationally.



CONFRONTING SOCIAL INJUSTICE THROUGH EMPOWERMENT

88% of alumni surveyed report that IFP empowered them to confront issues of social injustice that they currently face or have struggled with their entire lives. Despite alumni completing their degrees at different points in time, all reflect the same degree of empowerment.

- *Alumni working in national non-governmental organizations and international organizations feel the most empowered as social justice leaders.*

EMPOWERMENT BY ORGANIZATION TYPE

93%

national non-governmental organization

93%

international organization

90%

national organization

79%

local/regional governmental organization

76%

private organization

FACING ONGOING INJUSTICES

Although a greater number of IFP alumni feel that they are now better equipped to fight injustice, 33% still personally experience discrimination if they come from an impoverished background. Female alumni also indicate continued injustices as a result of their gender. However, comparisons with earlier CHEPS survey findings indicate that these self-perceptions of social injustice have decreased since alumni participated in the fellowship.

SOCIAL INJUSTICE & DISCRIMINATION

Poverty



Coming from a rural area



Ethnicity



Gender



■ injustice faced before IFP (finalists 2003–2010)*
■ injustice faced after IFP (2015)

“Because I was a victim of social injustice in the past, I will not allow any girl to go through what I suffered in my life. Coming back home allows me to give back and make a positive impact for those who are less privileged.”

—survey respondent, Nigeria

“The IFP fellowship empowered me to overcome the barriers set forth by my low socio-economic status.”

—survey respondent, India

IFP FELLOWS AS SOCIAL JUSTICE ADVOCATES

More than half of alumni respondents (58%) advocate for social justice issues within their home communities. Alumni from earlier cohorts are engaging in advocacy work more than the rest of the alumni. This suggests that as alumni regain their foothold post-fellowship, their goals become more actionable over time. 63% of IFP alumni indicate that others in their community look to them when advocating for social justice. Both men and women are equally participating in this policy work, serving as role models for the rest of the members in their home communities.

“I feel committed to tackling problems that are affecting vulnerable populations; namely, indigenous communities, farmers, women, children and adolescents.”

—survey respondent, Guatemala

“You can feel the support from other people who are fighting the same fight. By building credibility, we are gradually making progress. The scholarship reaffirmed my conviction that we can create a different kind of world, despite the challenges.”

—survey respondent, Chile

Over 90% of alumni are contributing to social justice in one way or another, either in their home country or internationally. As a result of their new knowledge and skills and because of their experiences living in vulnerable communities, IFP alumni are now better positioned than ever to address poverty, various forms of discrimination, and improve access to health and education, all of which are problems they personally experienced or witnessed at a close range.

* Enders, Jürgen and Kottmann, Andrea (2013). *The International Fellowships Program: Experiences and Outcomes, Final Report of the Formative Evaluation*. Center for Higher Education Policy Studies: University of Twente, the Netherlands.

STUDY REFLECTIONS & CONCLUSIONS

The IFP Alumni Tracking Study is a unique opportunity to analyze the potential impact of higher education scholarship programs that aim to promote social change. Findings from this report can be used to drive programmatic and policy decisions and shed light on research that supports the need for widening access to higher education in an effort to combat social inequality.

HOW CAN OUR RESEARCH CONTRIBUTE TO THE FIELD?

- Studying the link between higher education and social justice, and the effect that higher education can have on marginalized populations and leadership, allows us to understand the long-term impact of international higher education programs like IFP.
- The global themes that emerge from the study findings indicate that while IFP was decentralized in its design and implementation, there are success factors and challenges that unite the alumni on a regional and international scale. Sustainable change has an individual and a global dimension.
- Programs that target individuals can nonetheless have significant multiplier effects for communities, societies and organizations. The actions of IFP alumni have potentially impacted millions of individuals in the 22 program countries and beyond.
- Challenging traditional notions that alumni repatriation should be a major indicator of program success, IFP has proven that alumni are successfully contributing to social justice regardless of their location.
- Finally, our impact study contributes to social justice because the study itself gives voice and agency to IFP and its alumni.

WHAT ARE WE LEARNING ABOUT CONDUCTING LONGITUDINAL STUDIES?

Not only does the IFP Alumni Tracking Study provide a unique opportunity to study the long-term impacts of a fellowship program, it also provides useful lessons for IIE and the field at large on how to carry out such studies over an extended period of time. We have learned some key considerations in carrying out studies that include multiple levels of impact, and that span multiple countries and languages.

- It is integral to encourage programs to stay in touch with their fellows and provide opportunities for alumni to create networks. The full impacts of IFP will be observed for over a decade by IIE, and connections to the IFP alumni will be integral to study this change. However, with time we face the challenges of attrition as IFP alumni may move on and lose touch. We are employing various alumni activities and approaches to ensure that alumni will continue to engage not only in the study but with the IFP global alumni network.
- As IFP valued the multiple contributions of its alumni, IIE has to be cognizant that using just one research method will not suffice to learn about the program impacts. As such, we are combining quantitative and qualitative methods to ensure that we measure impact globally, but also locally. In 2016 we are embarking on qualitative fieldwork in each region using local researchers, in order to study the work of alumni in their countries. This will allow the study to include findings that have a contextualized, local approach and complement the global survey.
- IIE is committed to sharing best practices and lessons learned in the field of international education and social justice, and contributing to literature about carrying out longitudinal studies of this scale and size. By participating in local research groups, presenting at conferences, and writing white papers and reports, we hope to share our experience and encourage other programs to consider this worthwhile investment.

ACKNOWLEDGMENTS

We would like to extend our gratitude to those who made this report possible. First and foremost, we would like to thank the Ford Foundation for commissioning the IFP Alumni Tracking Study and for their dedication to studying the outcomes and impacts of the International Fellowships Program.

The IFP Alumni Tracking Study benefits from the continued guidance of its Expert Working Group (EWG), a team of researchers who advise the technical aspects of the study's methodology. Current members of the EWG include Amparo Hofmann-Pinilla, Ankita Suri, Benjamin Lough, Douglas Wood, Evelyn Anyal, Jorge Balan, Martha Loerke, Mary McDonnell, Patricia Rosenfield, Tamara Fox, and William Dant.

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Finally, we would like to emphasize our appreciation to the many IFP alumni who completed the IFP Global Alumni Survey. We dedicate this report to them, a testament of their voices and experiences during and after the program. We are humbled by their stories, their personal struggles and triumphs.

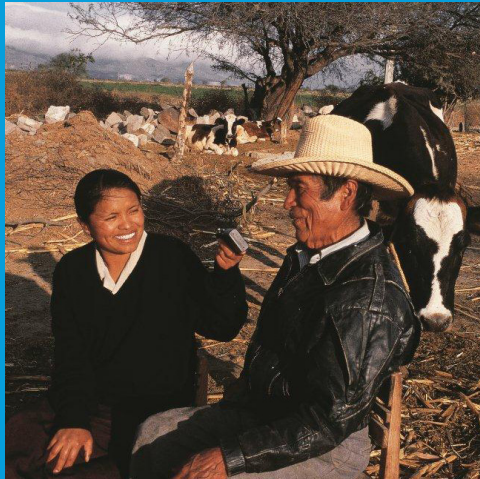
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April 2016

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